

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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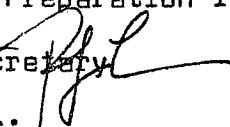
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July 27, 1977

77-7808

TO: Presidents and Deans of Teacher Preparation Institutions

FROM: Peter L. LoPresti, Executive Secretary 

SUBJECT: Clinical-Rehabilitative Services:
Addendum to the Manual for
Language, Speech and Hearing Services
and Audiology

At its June 1977 meeting, the Commission for Teacher Preparation and Licensing approved the issuance of the Addendum to the Manual for Clinical-Rehabilitative Services, Language Speech and Hearing Services, and Audiology.

A copy of this Manual is enclosed. It should be added to the existing Manual for Developing, Evaluating, and Approving Professional Preparation Programs for the Clinical-Rehabilitative Services Credential (Language, Speech, and Hearing Services and Audiology) dated 6/6/75. If additional copies are needed please contact our office.

Enclosure

ADDENDUM TO THE MANUAL FOR
CLINICAL-REHABILITATIVE SERVICES
LANGUAGE, SPEECH AND HEARING SERVICES, AND AUDIOLOGY
SUPPLEMENTARY INSTRUCTIONS AND GUIDELINES
FOR THE DEVELOPMENT AND APPROVAL OF
PROFESSIONAL PREPARATION PROGRAM PLANS
FOR THE
SPECIAL CLASS AUTHORIZATION
TO TEACH
SEVERE LANGUAGE HANDICAPPED/APHASIC PUPILS

June 1977

I. General Considerations:

The Commission for Teacher Preparation and Licensing will approve programs after the review of the program submitted by an institution of higher education with an approved program in Clinical-Rehabilitative Services for Language, Speech and Hearing, and Audiology when it is indicated that the program document meets the intent of these guidelines, or when a justification for variance from the program guidelines is submitted with the approval document.

A. Prerequisite to Issuance of the Special Class Authorization

Upon recommendation of an approved institution, a special class authorization to teach severe language handicapped/aphasic pupils may be added by the Commission for Teacher Preparation and Licensing to the credential of a teacher if the following minimum requirements are met.

Minimum Requirements: The minimum requirements to be granted the special class authorization are as follows:

1. Possession of a Clinical-Rehabilitative Services Credential in Language, Speech and Hearing.
2. Validation by an approved institution that the candidate has completed a professional preparation program which provides the competencies cited in Guideline 6.0 (below)*.

References and Sources of Assistance

During the initial stages of program development, local education agencies intending to submit a Program Approval Review Document (PARD) are encouraged to work closely with the following:

1. The Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Clinical-Rehabilitative Services Credential in Language, Speech and Hearing, and Audiology (June 1975).

* Special Note: The credential application should clearly state that this authorization is limited to special classes for the severe language handicapped and/or aphasic pupil.

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2. The previously-approved (or submitted) Program Approval Review Document (PARA) for the institution's Clinical-Rehabilitative Services Credential.
3. The Commission's program consultant assigned to the institution.

C. Program Information to be Submitted

1. General

An institution desiring to develop a program for the special class authorization shall file with the Commission for Teacher Preparation and Licensing an addendum Program Approval Review Document (PARA). The document shall contain, or be accompanied by, all of the following:

A transmittal letter from the Chief Administrative Officer of the institution containing the following information:

1. Acknowledgement of approval and fiscal support of the program.
2. The name of the local education agency's contact-person who is responsible for program development and/or coordination.
3. The expected commencement date of operation.

Specific documentary evidence for the program (the Program Approval Review Document [PARA]).

The basis on which programs are to be evaluated and approved is the extent to which the PARA submitted provides evidence of the relationship between the program submitted and the guidelines approved by the Commission. In describing and documenting programs, each LEA is asked to present the following information:

1. Program goals
2. Documentation illustrating that the program is in compliance with the adopted guidelines (see Guideline 6.0 following).

II. Program Approval Review Document Format:

The program addendum should be presented to the Commission in a format which emphasizes its "add on" nature, that is, the addendum

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should be built upon the previously-approved PARD by providing specific evidence only of any additions and/or deletions which are applicable for a given guideline element. A sample is as follows:

1.0 Institutional Requirements (part of the basic PARD)

1.1 (Guideline element stated)

- a. a description of additions to/deletions from the basic document, or
- b. "same as basic document"

1.2 (Guideline element stated)

- a. a description of additions to/deletions from the basic document, or
- b. "same as basic document"

GUIDELINE 6.0 PROFESSIONAL COMPETENCY REQUIREMENTS

6.1.0 The Special Class Authorization for Severe Language Handicapped and/or Aphasic Pupils Shall Provide for Development, Understandings, and Demonstrable Competencies in Curriculum and Instructional Strategies in Reading, Language Arts, and Mathematics.

Candidates are expected to be able to demonstrate competency in each of the following areas:

- 6.1.1 Nature and theory of reading and the causes of reading disabilities.
- 6.1.2 Current principles, procedures, techniques, and instruments used in assessing and teaching reading.
- 6.1.3 Approaches and strategies in teaching reading to severe language handicapped (aphasic) pupils including programming and curriculum modification for individual pupils.
- 6.1.4 Current principles, procedures, techniques, and instruments used in assessing and teaching language arts.
- 6.1.5 Fundamentals of language arts programs appropriate for severe language handicapped (aphasic) pupils.
- 6.1.6 Language arts instruction and methods for severe language handicapped (aphasic) pupils, including spelling, writing, listening, and speaking.
- 6.1.7 Nature and theory in the development of quantitative concepts.
- 6.1.8 Current principles, procedures, techniques and instruments used in assessing and teaching quantitative concepts.
- 6.1.9 Approaches and strategies in teaching quantitative concepts appropriate for severe language handicapped (aphasic) pupils.
- 6.1.10 Application of curricula, e.g., reading, language arts and mathematics, to daily living skills including vocational considerations.
- 6.1.11 Comparative study of skills including a continuum of skills of normal and language handicapped pupils with particular attention to curriculum requirements and grade levels.

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6.2.0 The Special Class Authorization Shall Provide for Development, Understanding, and Demonstrable Competencies in Characteristics and Education of Exceptional Individuals.

Candidates are expected to be able to demonstrate competency in each of the following areas:

6.2.1 Recognition of behavior commonalties and differences among exceptional individuals.

6.2.2 Assessment of the characteristics and behavior of exceptional individuals in terms of program and developmental needs.

6.2.3 Differentiation of exceptional needs among the communication handicapped, learning handicapped, physically handicapped, and severely handicapped.

6.3.0 The Special Class Authorization Shall Provide for Development, Understanding, and Demonstrable Competencies in Atypical Growth and Education of Exceptional Children.

Candidates are expected to be able to demonstrate competency in each of the following areas:

6.3.1 Cognitive, affective and psychomotor development of exceptional individuals.

6.3.2 Comparison of abnormal and normal physical growth and development.

6.4.0 The Special Class Authorization Shall Provide for Development, Understanding, and Demonstration of Competencies in Classroom Management.

Candidates will be able to demonstrate competency in each of the following areas:

6.4.1 Alternatives in classroom organization, structure and coordination.

6.4.2 Group processes in providing for an effective learning environment.

6.4.3 Effective utilization of the instructional aide and support staff.

6.4.4 Scheduling.

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- 6.4.5 Methods, techniques and strategies in establishing and maintaining integrated programs for severe language handicapped (aphasic) pupils.
- 6.4.6 Techniques and principles of behavior management of the severe language handicapped (aphasic) individual.
- 6.5.0 The Special Class Authorization Shall Provide for Directed Teaching or Verified (Field) Experience in which the Competencies Specified in 6.1.0 through 6.4.6 Shall Be Demonstrated Within the Context of a Minimum of 100 Clock Hours of Directed Teaching in a Public School Classroom with Severe Language Handicapped and/or Aphasic Pupils.

Documentary evidence for 6.1.0 through 6.4.6 may include but not be limited to:

- A. A list of all required program elements.
- B. A comparative program summary (matrix) relating professional competency requirements for the basic generic program defined in 3.1.1 through 3.4.1 to your professional preparation program elements.
- C. The goals and objectives stated in measurable terms for each of the competencies accompanied by a statement showing how each competency is intended to contribute to the effective performance of the candidate.
- D. The minimum experiences to be provided the candidates in order to attain the objectives specified for each competence.
- E. The minimum criteria by which the candidate's performance shall be measured, as related to the objectives specified for each competence.
- F. Provisions made for each candidate to know precisely what is expected of him in each program element and exactly how he is expected to accomplish it.